DOCUMENT RESUME

ED 356 661 FL 021 170

| | |
|---|---|
| TITLE | Planning for Instruction in the Immersion Classroom. Teacher's Activity Manual. |
| INSTITUTION | Montgomery County Public Schools, Rockville, MD. Office of Instruction and Program Development. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 89 |
| NOTE | 95p.; For other manuals in this series, see FL 021 166-175. |
| AVAILABLE FROM | Foreign Language Coordinator, Division of Academic Skills, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 ($25 for manual and videotape; prepaid). |
| PUB TYPE | Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Audiovisual/Non-Print Materials (100) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | *Educational Objectives; Elementary Education; *FLES; *Immersion Programs; *Instructional Materials; *Language Teachers; Program Development; Second Language Instruction; Teaching Guides; Videotape Recordings |
| IDENTIFIERS | Content Area Teaching |

ABSTRACT

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations in the planning process that impact the delivery of instruction in the immersion classroom. The program describes four planning tasks, including: sequencing instructional objectives; identifying and developing instructional activities; identifying immersion language objectives; and selecting instructional materials. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the two papers "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction" (Marguerite Ann Snow and others) and "What It Means To Be an Immersion Teacher" in the section "Background Reading," and then view the video program and complete the related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the six activities in the manual. Appended materials include a list of suggested ideas and resources for instructional activities in the immersion classroom and a list of total and partial immersion programs in U.S. elementary schools in 1989. (VWL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED356661

# Planning for Instruction in the Immersion Classroom

**1989**

**Department of Academic Skills**
**Office of Instruction and Program Development**
**Montgomery County Public Schools**
**Rockville, Maryland**

FL 021 170

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



BEST COPY AVAILABLE

# PLANNING FOR INSTRUCTION IN THE IMMERSION CLASSROOM

**TEACHER'S ACTIVITY MANUAL**

Montgomery County Public Schools
Office of Instruction and Program Development
Department of Academic Skills
850 Hungerford Drive
Rockville, Maryland, 20850-1747

Eileen B. Lorenz
Immersion Resource Teacher
Myriam Met
Foreign Language Coordinator

This document may be copied and used for nonprofit training purposes by local school districts and institutions of higher learning, provided Montgomery County Public Schools is given written credit for the writing and production of this publication.

The Montgomery County Public Schools prohibits discrimination on the basis of race, color, national origin, marital status, religion, sex, age or handicap in employment or in any of its education programs and activities. Make inquiries or complaints concerning discrimination to the Department of Human Relations, Room 211, 850 Hungerford Dr., Rockville, MD 20850; telephone 301-279-3167.

Copyright 1989
by the
Board of Education of Montgomery County

The contents of the video program and manual were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department and readers should not assume endorsement of the content by the federal government.

Photograph by William E. Mills

TABLE OF CONTENTS


| | Page |
|---|---|
| Preface | v |
| Introduction | vii |
| Purpose of program | vii |
| How to use the program | vii |
| Topic Outline | 3 |
| Activity 1-Previewing Activity | 11 |
| Activity 2-Sequencing Instructional Objectives | 12 |
| Activity 3-Sequencing Instructional Objectives | 16 |
| Activity 4-Identifying and Developing Instructional Objectives | 19 |
| Activity 5-Identifying Immersion Language Objectives | 27 |
| Activity 6-Selecting Instructional Materials | 30 |
| Background Reading | |
| "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction" | 37 |
| "What It Means to Be an Immersion Teacher" | 55 |
| Appendices | |
| Appendix A | 69 |
| Appendix B | 70 |
| Bibliography | 83 |

## PREFACE

### Video production

The production of this video program and manual was funded by a federal grant from the U.S. Department of Education, Title VI, International Research and Studies: Improving Foreign Language Methodology Through Immersion Teacher Training. This grant was developed and implemented by the Office of Instruction and Program Development, Department of Academic Skills, Foreign Languages, Montgomery County Public Schools, Rockville, Maryland, from July, 1988, to June, 1989. The activities for this grant were carried out by Eileen Lorenz, immersion resource teacher and Myriam Met, foreign language coordinator.

The production of this program would not have been possible without the cooperation and support of the elementary immersion staff and students of the three Montgomery County Public Schools immersion programs: Oak View, Rock Creek Forest, and Rolling Terrace elementary schools. Montgomery County Public Schools television services staff members also made significant contributions to this project.

Upon request, this manual and video program will be distributed to school districts and institutions of higher education to be used for nonprofit training workshops and research projects. Requests for these materials should be accompanied by a $25 check made payable to Montgomery County Public Schools. Requests should be addressed to:

Foreign Language Coordinator
Department of Academic Skills
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

## INTRODUCTION

### Purpose of the video program and manual

The purpose of the program and manual is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. The fourth in a series of video programs Planning for Instruction in the Immersion Classroom highlights special considerations in the planning process that impact the delivery of instruction in the immersion classroom. The program describes four planning tasks:

- o sequencing instructional objectives
- o identifying and developing instructional activities
- o identifying immersion language objectives
- o selecting instructional materials

### How to use the video program and manual

The Teacher's Activity Manual and the video have been designed to complement one another and may be used in a variety of ways. The viewer may first wish to read the articles found in the section, "Background Reading," and then view the video program and complete the related activities included in the manual. Or, the viewer may wish first to watch the video, read the articles and then complete the activities in the manual.

The video and accompanying activity manual may be used effectively by either one teacher or by a group of teachers. Multiple viewings to review specific sections of the video provide opportunities to use the program to support a variety of objectives. An outline of the major divisions in the video program has been included in the Teacher's Activity Manual so that the viewer may take notes while watching the program.

TOPIC OUTLINE

# PLANNING FOR INSTRUCTION

TOPIC OUTLINE
SEQUENCING INSTRUCTIONAL OBJECTIVES

I. Sequence content objectives

II. Determine students' level of second language proficiency

# PLANNING FOR INSTRUCTION

TOPIC OUTLINE
IDEDNTIFYING AND DEVELOPING INTSTRUCTIONAL ACTIVITIES

I. Identify and generate potential instructional activities

II. Evaluate potential instructional activities

III. Develop and elaborate identified instructional activities

# PLANNING FOR INSTRUCTION

TOPIC OUTLINE
IDENTIFYING IMMERSION LANGUAGE OBJECTIVES

I. Plan language objectives that support content objectives

II. Identify content-obligatory language objectives

III. Identify content-compatible language objectives

# PLANNING FOR INSTRUCTION

## TOPIC OUTLINE
## IDENTIFYING AND DEVELOPING INSTRUCTIONAL MATERIALS

I. Identify and evaluate nonprint materials

II. Identify and evaluate instructional materials in English

III. Identify and evaluate domestically-produced instructional materials in the foreign language

# PLANNING FOR INSTRUCTION

TOPIC OUTLINE
IDENTIFYING AND DEVELOPING INSTRUCTIONAL MATERIALS

IV. Identify and evaluate instructional materials produced in foreign countries

V. Consider teacher-made materials

# ACTIVITIES

**ACTIVITY 1**

**Previewing Activity**

Before you play the video program, take some time to reflect on the various guidelines or steps you consider to be an important part of the planning process.

I. What general considerations do you think all elementary teachers should think about during the planning process? List them below.

II. Can you think of any additional considerations that elementary foreign language immersion teachers should think about during the planning process? List them below.

**ACTIVITY 2**

**Sequencing Instructional Objectives**

Immersion teachers follow the local school district's prescribed curricula, just like any other elementary school teacher. As you begin the planning process you will want to have a master plan of the learning objectives you will teach during the course of the school year. Your point of departure will be your local school district's curriculum. One way of establishing a long-term plan is to divide the school year into semesters and then determine on a month-by-month basis which units can be taught best when. You will be establishing a short-term plan as you chart out weekly and daily plans.

During both the long- and short-term planning process, there are three considerations in selecting the objectives which will be most easily taught before others. One consideration is the ease to which objectives lend themselves to being taught through the use of real objects, representation of real objects, and in-class experiences. Another consideration is students' level of immersion language proficiency. A final consideration is that there exists a hierarchy of objectives; that is, some concepts must be taught before others. For example in mathematics, teaching students the concepts of addition should precede teaching the concepts of multiplication.

**ACTIVITY 2**

**Sequencing Instructional Objectives - continued**

I. To establish a long-term plan, obtain a copy of your local school district's curriculum and focus your attention on the mathematics, science or social studies objectives. Divide the school year into semesters and then plan which objectives to teach on a month-to-month basis. If you do not have access to a school curriculum, below is a list of Montgomery County Public Schools' Grade 1 social studies objectives. In establishing your long-range plan, remember to plan to teach first those objectives which may be easily taught through the use of real objects and in-class experiences.

**MONTGOMERY COUNTY PUBLIC SCHOOLS'**
**GRADE 1 SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES**

UNIT - PEOPLE NEED FOOD

- o Explain why people need nutritious food
- o Trace the production of food
- o Indicate how people obtain the food they need
- o Indicate how people of other cultures may have different methods and traditions for selecting and preparing foods
- o Identify factors which influence food selection

UNIT - PEOPLE NEED CLOTHING

- o Recognize that people's use of clothing is influenced by culture and environment
- o Describe how clothing is produced
- o Indicate how people obtain clothing
- o Identify ways people can care for their clothing

UNIT - PEOPLE NEED SHELTER

- o Recognize that people's use of shelter is influenced by culture and environment
- o Describe how shelters are constructed
- o Explain the use of utilities in shelters
- o Identify ways people can care for their shelters

**ACTIVITY 2**

**Sequencing Instructional Objectives - continued**

IIa. As a beginning immersion teacher, or as a veteran immersion teacher who has been asked to assist a new immersion staff member, what can you do to determine students' level of immersion language proficiency at the beginning of the year?

IIb. How would you assess students' level of language proficiency while reviewing content objectives for the following lesson, at the beginning of the year? Imagine that you are a Grade 3 teacher planning to review Grade 2 social studies concepts focusing on the major characteristics of urban, suburban, and rural communities. List as many strategies as you can think of to accomplish your two goals:

- o assess students' language proficiency
- o review characteristics of urban, suburban and rural communities

III. In the preceding activity (IIb), you listed strategies for a Grade 3 review of characteristics of urban, suburban and rural communities (Grade 2 social studies objective). Next to each strategy, write the real objects, or representations of objects that you would use during this lesson.

**ACTIVITY 2**

**Sequencing Instructional Objectives - continued**

IV. In the activities above, you have focused on students at Grade 3 and below. Let's take a look at more advanced immersion students. What activities would you plan for a Grade 5 mathematics lesson to survey students' language proficiency level as well as students' mathematical background knowledge related to geometric figures? The geometric figures included in this lesson will be a rectangle, a square, a trapezoid, a parallelogram, and a rhombus.

As students review the attributes of the 5 geometric forms, they may not always have the language needed to describe each form. For this activity, you have planned to divide the Grade 5 class into groups of 4 students. You have planned one activity in which each group will describe everyday household items that are in the forms of the shapes being studied. What materials (print, visuals or manipulatives) would you include in this activity for each group to provide context for students requiring extra support? How would these materials facilitate both language and concept review?

**ACTIVITY 3**

**Sequencing Instructional objectives**

Objectives best taught first are those which lend themselves most readily to being taught through the use of real objects or representations of real objects, and in-class experiences. Students understand these objectives easily because of immediate clues provided by real objects or representation of objects. As students match language with experience, their understanding is not based on knowledge of abstract language.

For example, when considering the sequence of Grade 2 science objectives, students learn first about the three basic needs of plants--water, light and food. Then they learn about food as necessary for human growth. In a classroom setting, it is easier to experiment with and to demonstrate the needs of plants than those of humans. Materials can be selected and experiments can be designed so that students have the opportunity to vary the amounts of water, light, and food given to certain plants. Students can hypothesize about the results of given conditions and then measure the results of experiments.

As another example of sequencing objectives, Grade 3 students would identify first characteristics that distinguish classes of plants and classes of animals. Then students can apply this information to identify plants and animals in a community where certain plants and certain animals are dependent on one another.

**ACTIVITY 3**

**Sequencing Instructional objectives - continued**

Noted below are two selected instructional objectives and supporting performance objectives from the Montgomery County Public Schools' Grade 5 social studies unit OPENING A NEW WORLD. Discuss each performance objective with a colleague. First, list as many ways as you can think of to teach each performance objective using real objects, representations of real objects and/or in-class experiences. Then, consider your list of instructional activities, and rate each performance objective as **EASY**, **MORE DIFFICULT**, or **VERY DIFFICULT** to teach through the use of real objects, representations of real objects and/or in-class experiences.

**Instructional Objective**

Explain how life in Europe stimulated exploration

**Performance Objectives**

Describe how events in Europe initiated the search for alternative routes to the Far East

Associate biographical data with selected important explorers, noting the significance of their discoveries

**Instructional Objective**

Describe the initial settlement of American colonies

**Performance Objectives**

Identify reasons why Europeans settled in North America

Identify where Europeans settled in North America

**ACTIVITY 3**

**Sequencing Instructional objectives - continued**

**Instructional Objective - continued**

Describe the initial settlement of American colonies

**Performance Objectives**

Identify the period when the English began settlement in North America

Identify problems the first immigrants encountered as they attempted to adapt to a new environment

Describe the relationship that evolved between the European settlers and North Americans

Describe the methods by which West Africans were brought to America

List characteristics of early European and African cultures that influenced colonial lifestyles

Identify the boundaries of the thirteen English colonies established in America by 1750

**ACTIVITY 4**

**Identifying and Developing Instructional Activities**

In Activity 2 you examined the importance of sequencing instructional objectives taking into consideration the selection of objectives that may be easily taught through real objects and in-class experiences, students' level of second language proficiency as well as the hierarchy of objectives. Once objectives have been sequenced, instructional activities to teach them must be identified or developed.

I. List as many resources as you can think of from which you might obtain possible instructional activities.

II. On the following pages are descriptions of two instructional activities taken directly from the Montgomery County Public Schools' social studies teacher guides. One is for Grade 2 and one for Grade 5; the Grade 2 objective begins on page 21 and the Grade 5 objective begins on page 24. Note any adaptations you would make to these activities for immersion classrooms to make sure that students understand your directions and that students experience the learning activity. Compare your adaptations with those suggested by a veteran immersion teacher.

**ACTIVITY 4**

**<u>Identifying and Developing Instructional Activities</u> - continued**

III. In the previous activity, you noted adaptations you would make to activities to teach a Grade 2 and a Grade 5 social studies lessons for a total or partial immersion class. Now brainstorm with a partner several ways in which you might help students experience one or more of the following performance objectives from the Grade 2 Montgomery County Public Schools' social studies curriculum.

**Instructional objective:** Describe how our community is changing
**Performance objectives:**

- Identify evidence of change
- Indicate how the physical environment has changed in ways that are helpful and harmful
- Identify demographic and cultural trends in population and the changes they have caused
- Indicate ways people are working together to plan for change

**Instructional objective:** Explain how transportation and communication link urban, suburban and rural communities
**Performance objectives:**

- Describe systems developed to transport goods to and from an urban community
- Describe systems developed to transport goods from a rural to a suburban community
- Describe systems developed to transport people to and from their communities
- Describe ways people communicate with people in other communities

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

ACTIVITIES

Montgomery County Public Schools' Grade 2 Social Studies Unit: Our Community*

Performance Objective: Identify natural and cultural features of our community.

Description of Content:

Things that are not man-made are natural features. Things that are man-made are cultural features.

| Natural Features | Cultural Features |
|---|---|
| o hills | o swings |
| o trees | o houses |
| o windbreaks | o bridges |
| o gullies | o roads |
| o mountains | o fences |

Activity

Explain to students that they will take a walk around the immediate school area. The students are asked to be very observant of everything they see on the walk since they will make a list of what they have seen. Take students on a walk around the immediate school area. Upon returning to the classroom, ask students to recall what they saw on their walk. When a student names a natural or cultural feature, write the word on the board. Explain to the students that these are features. A permanent chart with the definitions of natural and cultural features may be made and displayed in the classroom.

**How would you adapt this lesson to be taught to a Grade 2 total or partial immersion class?**

*Page 4 Montgomery County Public Schools' Grade 2 Social Studies Instructional Guide

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

Grade 2 - Possible adaptations for an immersion classroom

Display a collection of symbols, pictures, or real objects that represent natural and cultural features found around the school. For example, the collection might include a small picture of a traffic light, a branch to represent trees or vegetation, and a small rock or pebble. Place two large circles of yarn on the floor and explain to students that, one at a time, they will classify the items from the collection into two groups of related objects, with natural features in one circle and cultural features in the other circle. As students place items that they think belong in the same classification, you will tell them if their placement is correct or incorrect. Once all items have been classsified in the circles, ask students what they think might be the common characteristic(s) shared by items in each circle. Ask students to tell you what they think might be the differences between the two classifications of items. During this activity you will guide students to define cultural and natural features in the second language through the use of the objects, body language, drawings and questioning strategies. With your assistance, students will formulate a definition of natural and cultural features which will be posted in the classroom. At the end of the activity, the terms natural and cultural features will be presented to students and a written label for each circle will be placed with the items in the collection.

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

The following day, the class will take a walk around the immediate school area. Ask students to observe everything they see on the walk. You may want to divide the class into pairs or groups of 4 and ask them to note what they observe on a checklist which you provide or to sketch natural and cultural features as they observe them. On your return to the classroom, compile a list of cultural and natural features students have sketched or noted on their checklist. Following the same procedure used the previous day, ask students to classify their pictures as natural or cultural features.

This activity can be followed by the construction of a wall collage of natural and cultural features students noted during their walk. These two collages may be displayed in the class. At a later date, when students become more familiar with the names of the natural and cultural features, students can dictate a list of each category to you. After you have recorded the list, it may be displayed as a classroom chart next to the collage.

Now let's turn to the Grade 5 activity, which you will find on the following page.

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

Montgomery County Public Schools' Grade 5 Social Studies Unit: Opening A New World*

Performance Objective: List characteristics of early European and African cultures that influenced colonial lifestyles

Description of Content:

Ideas such as freedom, self-government, loyalty, education, agricultural methods, hard work, and cooperation were brought to America by people from Europe and Africa.

Activity

Point out to students that the early settlers came to America for many different reasons. Ask students to identify some of these reasons--search for wealth, freedom of religion, adventure, chance for a better life, land. Also discuss the fact that the Africans came to America as slaves, not for the same reasons as the Europeans.

Ask students to mention things that the early settlers brought with them. They will probably mention material items such as food, tools, seeds, clothing and weapons. Tell students that the early settlers also brought with them many ideas. What ideas were brought to the New World? A suggested list might include: freedom, self-government, farming methods, hard work, loyalty, education and cooperation. List the ideas on chart paper for reference and as topics for further investigation.

**How would you adapt this lesson to be taught to a Grade 5 total or partial immersion class?**

*Page 77 Montgomery County Public Schools' Grade 5 Social Studies Instructional Guide

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

Grade 5 - Possible adaptations for an immersion classroom

Point out to students that the early settlers came to America for many different reasons. Display a collection of symbols or pictures that represent reasons for which settlers came. Discuss with students what each item from the collection might represent. For example, a small purse with coins may represent wealth, a picture of several different places of worship may represent religious freedom, a question mark over a picture of mountains, forests and deserts may represent exploration and adventure or a picture of fields of corn and grain may represent available land. As a homework assignment, ask students to bring in other symbols of reasons why settlers came to the new world. Add these items to the collection.

On a following day, ask students to assume the roles of early settlers and to select items from another collection which contains items they would have brought to the new new world. Request that students explain why they think settlers would have brought the items they select. The collection might contain a potato to represent food, a small shovel to represent tools, a packet of seeds for planting, a shirt to represent clothing, and a knife to represent weapons. Include in this collection items that were not brought by the early settlers, such as a television to represent entertainment, perfume to represent luxury items, a telephone to represent communication and an airplane to represent transportation. Once students have explored the possibilities of this collection as a group, a center activity may be organized around this collection of items. Working in pairs, students could classify items in Venn diagrams with one circle containing those items early settlers would have selected to bring to the new world and one circle representing items early settlers would have left behind.

**ACTIVITY 4**

**Identifying and Developing Instructional Activities - continued**

III. In the previous activity, you noted adaptations you would make to activities to teach a Grade 2 and a Grade 5 social studies lessons for a total or partial immersion class. Now brainstorm with a partner several ways in which you might help students experience one or more of the following performance objectives from the Grade 2 Montgomery County Public Schools' social studies curriculum.

**Instructional objective:** Describe how our community is changing
**Performance objectives:**

- Identify evidence of change
- Indicate how the physical environment has changed in ways that are helpful and harmful
- Identify demographic and cultural trends in population and the changes they have caused
- Indicate ways people are working together to plan for change

**Instructional objective:** Explain how transportation and communication link urban, suburban and rural communities
**Performance objectives:**

- Describe systems developed to transport goods to and from an urban community
- Describe systems developed to transport goods from a rural to a suburban community
- Describe systems developed to transport people to and from their communities
- Describe ways people communicate with people in other communities

**ACTIVITY 5**

**Identifying Immersion Language Objectives**

As an immersion teacher, you play two roles--that of the language teacher and that of the classroom teacher responsible for teaching the curriculum. While planning for the instruction of content, careful consideration must be given to planning for students' acquisition of the second language.

There are two types of language objectives to be considered during the planning process: content-obligatory language and content-compatible language. Content-obligatory language objectives are comprised of vocabulary, grammar and language functions which are required for students' comprehension and mastery of a concept or an objective. The curriculum and specific objectives will guide you in identifying content-obligatory language objectives. Content-compatible language objectives are comprised of vocabulary, grammar and language functions which may be easily integrated into the content objectives of a lesson but are not required for students' mastery of a concept or an objective. Your choice of content-compatible language will be guided by several considerations:

- o an immersion language scope and sequence as stated in the foreign language curriculum guides;
- o your analysis of students' language skills to identify where growth and practice are needed; and
- o your anticipation of language demands of upcoming objectives.

Your identification of content-compatible language will provide students with opportunities to practice, refine and expand language skills while learning the content.

**ACTIVITY 5**

**Identifying Immersion Language Objectives - continued**

Content-obligatory and content-compatible language objectives include the following kinds of language skills:

- Functions, such as:
  requesting/giving information, comparing, and describing
- Vocabulary
- Grammar, such as:
  question formation, adjective agreement and comparatives.

Let's examine a Grade1 mathematics lesson. The objective is for students to learn to construct and interpret information from simple pictographs. Because you know students will need food vocabulary for an upcoming social studies unit, People Need Food, you have selected a variety of fruits for the introductory lesson on graphing. You have selected red, green, and yellow apples, green and yellow pears, bananas and oranges. As you demonstrate to students how to graph the number of each type of fruit, you will find that you must use certain language so that students understand how to construct and interpret graphs (content-obligatory language objectives). Other language objectives, such as the names of the fruits selected, may be varied at your discretion (content-compatible language objectives). Review the content-obligatory and content-compatible language objectives below that were identified by a veteran immersion teacher.

CONTENT-OBLIGATORY LANGUAGE OBJECTIVES

| FUNCTIONS | VOCABULARY | GRAMMAR |
|---|---|---|
| Understanding directions | Ordinal numbers 1-10 | Singular and plural nouns |
| | Horizontal axis | |
| Understanding requests for information - How many red apples are there? | Vertical axis | Definite and indefinite articles |
| Describing - There are 3 green apples. | | |

**ACTIVITY 5**

**Identifying Immersion Language Objectives - continued**

CONTENT-COMPATIBLE LANGUAGE OBJECTIVES

| FUNCTIONS | VOCABULARY | GRAMMAR |
|---|---|---|
| Expressing preferences - | apples | Noun/adjective |
| I like red apples. | pears | agreement |
| Expressing dislikes - | bananas | |
| I don't like green apples. | oranges | |

Suppose that as you continue the same math objective during the following weeks, you change the focus of your mathematics activities to graph different types of clothing worn in different climates. You might include in your lesson clothing items, such as jeans, shorts, sweaters, coats, hats, swim suits and rain coats. Note below the language objectives that you would plan to include in the lesson. Don't forget to consider the language you will want to include to describe the categories of climates which will be discussed.

CONTENT-OBLIGATORY LANGUAGE OBJECTIVES

| FUNCTIONS | VOCABULARY | GRAMMAR |
|---|---|---|

CONTENT-COMPATIBLE LANGUAGE OBJECTIVES

| FUNCTIONS | VOCABULARY | GRAMMAR |
|---|---|---|

**ACTIVITY 6**

**Selecting Instructional Materials**

There are three categories of instructional materials available for immersion language classrooms. They are:

- English language materials
- Immersion language materials
  a) domestically produced
  b) foreign produced
- Teacher-made materials

Each school district usually follows locally determined criteria for evaluating and selecting print and nonprint materials. When examining immersion language materials, some of the criteria that require special attention are:

- **Language**
  Is the level of language at or slightly above a level which students will be able to understand easily?
- **Illustrations**
  Are the illustrations relevant to the text?
  Are the illustrations clear?
  Are the illustrations authentic?
  Will students find the illustrations attractive?
- **Format**
  Is the format used to present the materials easy to follow?
- **Cultural information**
  Does the text contain any cultural information?
  Is this cultural information accurate?
  Can this cultural information be integrated into the content of the lesson?
- **Curriculum**
  How well does this text support curricular objectives?

**ACTIVITY 6**

**Selecting Instructional Materials - continued**

Some immersion language materials are more appropriate for classroom use than others. Make a grid integrating your local school district's evaluation and selection criteria for classroom materials and special considerations related to immersion language materials mentioned on page 30. In case you do not have your local school district's criteria, attached are general criteria for the evaluation of instructional materials taken from Montgomery County Public Schools' manual Evaluation and Selection of Instructional Materials.

I. With a colleague, brainstorm some other important criteria that you might include on this grid. Some ratings you may want to use are:

- o SATISFACTORY/UNSATISFACTORY
- o EXCELLENT/ADEQUATE/POOR
- o VERY GOOD/SATISFACTORY/MARGINAL/UNSATISFACTORY
- o HIGHLY RECOMMENDED/RECOMMENDED/MARGINAL NOT RECOMMENDED/DISAPPROVED

Certain questions, such as, "Does the text have a table of contents?", need only a YES/NO response.

II. Now, with a colleague, decide which criteria and which ratings you want to include in your grid. Use this grid to assist you in identifying or disqualifying available texts. You will find a blank grid for your use on page 33.

III. Once you have a draft grid, select a text written in the immersion language and evaluate it using your grid.

**ACTIVITY 6**

**Selecting Instructional Materials - continued**

## GENERAL CRITERIA FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS*

I. Is the material authentic?
   - A. Is the material factually accurate?
   - B. Is the material up to date?
   - C. Are the author and/or producer well qualified?

II. Is the material appropriate?
   - A. Does it promote the educational goals and objectives of the local school district's curriculum?
   - B. Might the materials be considered objectionable?
   - C. Is it appropriate to the level of instruction intended?
     1. Is the vocabulary appropriate?
     2. Are the concepts appropriate?
     3. Are the methods of development appropriate?
   - D. Is controversial material presented impartially?
   - E. Is this material suitable to the curriculum?
   - F. Does this material present information that currently approved sources do not?
   - G. Does this material give a new dimension or direction to currently approved sources?
   - H. Does this material contain activities that would require highly personalized sensitivity or special training that would require licensure not regularly required in the professional preparation of the person guiding the use of this material?

III. Will the material catch and hold the interest of the users?
   - A. Will the materials stimulate the curiosity of the user?
   - B. Can the materials be used to satisfy curiosity?

IV. Is the cost of the materials justified?

*Page 53
Evaluation and Selection of Instructional Materials
Fall 1986
Department of Instructional Resources
Montgomery County Public Schools
Rockville, Maryland

## EVALUATION OF INSTRUCTIONAL MATERIALS

| Criteria | Ratings | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

BACKGROUND READING

TESOL QUARTERLY, Vol. 23, No. 2, June 1989

# *A Conceptual Framework for the Integration of Language and Content in Second/ Foreign Language Instruction*

**MARGUERITE ANN SNOW**
*California State University, Los Angeles*

**MYRIAM MET**
*Montgomery County (MD) Public Schools*

**FRED GENESEE**
*McGill University*

This article proposes a conceptual framework for the integration of language and content teaching in second and foreign language classrooms. In this model, language and content teachers work collaboratively to determine language-teaching objectives. These objectives derive from two considerations: (a) content-obligatory language (language essential to an understanding of content material) and (b) content-compatible language (language that can be taught naturally within the context of a particular subject matter and that students require additional practice with). The conceptual framework is illustrated in four instructional settings—the mainstream class, the ESL class, the foreign language immersion class, and the FLES (Foreign Language in the Elementary School) class. General implications for the integration of language and content teaching are also discussed.

There is growing interest in a model of language education that integrates language and content instruction in the second/foreign language classroom. This approach contrasts with many existing methods, in which language skills are taught in isolation from substantive content. Several theoretical rationales underlie this shift in perspective.

For young children, cognitive development and language development go hand in hand; language is a tool through which the child comes to understand the world. In first language acquisition, these processes are paired naturally. For children who are L2

Permission to reproduce this material has been granted by TESOL Quarterly and by the authors.

learners, however, traditional methods for teaching second/foreign languages often dissociate language learning from cognitive or academic development. In contrast, an integrated approach brings these domains together in instruction.

A second rationale behind integrating language and content teaching is that language is learned most effectively for communication in meaningful, purposeful social and academic contexts. In real life, people use language to talk about what they know and what they want to know more about, not to talk about language itself. What school children know and need to know more about is the subject matter of school. In the typical school setting, however, language learning and content learning are often treated as independent processes. Mohan (1986) notes: "In subject matter learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated" (p. 1). Cantoni-Harvey (1987) further underscores this point: "When the learners' second language is both the object and medium of instruction, the content of each lesson must be taught simultaneously with the linguistic skills necessary for understanding it" (p. 22).

Another underlying rationale is that the integration of content with language instruction provides a substantive basis for language teaching and learning. Content can provide both a motivational and a cognitive basis for language learning. Content provides a primary motivational incentive for language learning insofar as it is interesting and of some value to the learner and therefore worth learning. Language then will be learned because it provides access to content, and language learning may even become incidental to learning about the content (e.g., in immersion classes).

Content also provides a cognitive basis for language learning in that it provides real meaning that is an inherent feature of naturalistic language learning. Meaning provides conceptual or cognitive hangers on which language functions and structures can be hung. In the absence of real meaning, language structures and functions are likely to be learned as abstractions devoid of conceptual or communicative value. If these motivational and cognitive bases are to be realized, then content must be chosen that is important and interesting to the learner. In the case of language learning in school, the focus of our concern here, this is achieved by selecting content that is part of the mainstream curriculum.

A fourth rationale concerns the intrinsic characteristics of language variation. It is increasingly recognized that language use in school differs in some important general ways from language use outside of school and, moreover, that different subject areas are

characterized by specific genres or registers (see Heath, 1983; Wells, 1981). Thus, learning the school register or specific subject-area registers may be a prerequisite to mastery of specific content or to academic development in general. This is of particular concern to teachers of limited English proficient (LEP) students.

What is called for in the model proposed here is a recognition of the importance of language structures, skills, or functions that are characteristic of different content areas. These skills can be identified by (a) informed speculation about what kinds of language skills or functions are called for in specific content areas, (b) informal observation of the language requirements of specific content areas, or (c) systematic analysis of students' actual language needs in content classes. In contrast to mainstream content classes, where the teacher assumes students have the requisite language skills, an integrated content class does not make such assumptions. The primary objective of such classes remains content mastery, but it is recognized that content classes have great language-teaching potential as well.

There are several other reasons for the shift from teaching language alone to content-based approaches. The success of immersion as a model of foreign language education has provided strong evidence for the effectiveness of language learning through subject-matter learning. Extensive research has revealed that immersion students learn the academic content specified in the school curriculum and at the same time develop significant levels of foreign language proficiency (Genesee, 1987; Lambert & Tucker, 1972). Furthermore, concern for the education of language minority students in the United States has prompted a reexamination of the methodologies appropriate for teaching English to LEP students in the public schools.

Cummins's (1980, 1981) work provided theoretical impetus for considering the integration of language and content instruction. He posited a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemanding. In context-embedded language tasks, support for meaning is readily available through the immediate communicative situation, whether through background knowledge or through visual or other contextual cues. In contrast, context-reduced tasks offer little available contextual support for the learner to derive meaning from the immediate communicative setting.

However, as language teachers try to make language meaningful by providing contextual cues and supports, too often their attempts bring the learner into cognitively undemanding situations. Thus,

although it is easy for children to learn to label colors and shapes, for example, activities in the language class rarely require students to use this new language knowledge in the application of higher order thinking.

In contrast, when language and content are integrated, it is possible to practice language (e.g., colors and shapes) by applying such labels to more sophisticated tasks, such as sorting geometric shapes by those that differ from one another by one attribute (color or shape only) or by two attributes (color and shape). More recently, Chamot and O'Malley (1987) have developed the Cognitive Academic Language Learning Approach (CALLA), which provides academic language development in English through content-area instruction in science, mathematics, and social studies. CALLA attempts to ease the LEP student's transition from ESL classes to mainstream classes.

For these reasons, then, content-based language instruction is receiving increasing attention in second/foreign language teaching circles. Yet, if such an orientation is to be effective, language teaching must be carefully considered and planned. It is unlikely that desired levels of second/foreign language proficiency will emerge simply from the teaching of content through a second or foreign language. The specification of language-learning objectives must be undertaken with deliberate, systematic planning and coordination of the language and content curricula.

## THE CONCEPTUAL FRAMEWORK

Consider the following two scenarios. Scenario 1: The French FLES (Foreign Language in the Elementary School) teacher dashes into Mr. Porter's fifth-grade class to teach a 20-minute lesson on weather terms—a lesson completely devoid of any connection to what the class is doing that day or week in its other subjects. Scenario 2: The chemistry teacher at Hoover High School asks her students to write up the steps in the laboratory experiment just conducted, without ever considering that LEP students may not know the vocabulary or rhetorical mode for describing a process. In these scenarios, both teachers have their respective priorities and perceived responsibilities: The content teacher is responsible for subject matter; the language teacher is responsible for the language curriculum. In the traditional model, the teachers' responsibilities do not overlap.

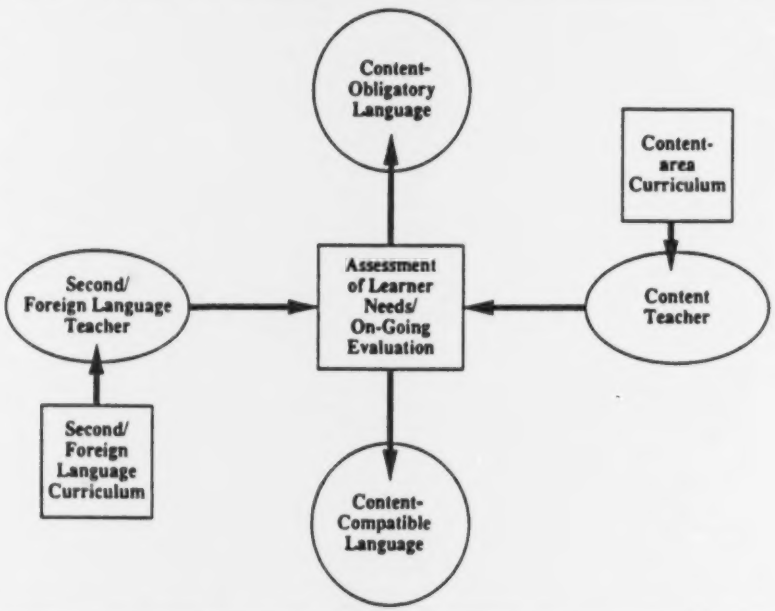
In this article, we propose an alternative model that calls for a reconceptualization of the roles of teachers working in schools where second/foreign language education is a primary goal. In this

model, the language and content teachers maintain their respective priorities. However, their areas of responsibility are expanded so that by working in tandem, they will be able to maximize the language development of second/foreign language learners.

According to the model, language-learning objectives in a content-based program are derived from three sources: (a) the second/foreign language curriculum, (b) the content-area curriculum, and (c) assessment of the learners' academic and communicative needs and ongoing evaluation of their developing language skills. From these sources, two types of language objectives can be specified: content-obligatory language objectives and content-compatible language objectives. This conceptual framework is displayed graphically in Figure 1.

FIGURE 1

The Conceptual Framework for Integrating Language and Content Instruction




Content-obligatory language objectives specify the language required for students to develop, master, and communicate about a

given content material. For every topic or concept, certain language is essential or obligatory for understanding and talking about the material. Content-obligatory language objectives are both structural (i.e., specification of verbs, nouns, rhetorical devices, etc.) and functional (e.g., study skills such as note taking; language functions such as requesting/giving information, narrating, persuading, etc.). For instance, a lesson on gravity in a fourth-grade science class would require that students know the vocabulary *to rise*, *to pull*, and *force*; similarly, a math lesson on measurement would require students to know the vocabulary for systems of measurement, whether inches and feet, or metric terms.

These examples may seem rather obvious, but needs assessment to determine the essential vocabulary, structures, and so on is typically not part of the curriculum-planning process in the public schools. By working as a team, the content and language teachers can pool their respective expertise: The content teacher knows the key concepts to be imparted, and the language teacher knows how to teach the pertinent language skills.

For content-compatible language objectives, the content teacher and the language teacher ask, What other language skills are compatible with the concept or information to be taught? Content-compatible language objectives *can* be taught within the context of a given content but are *not required* for successful content mastery. Whereas content-obligatory objectives derive directly from the linguistic needs for communicating the information in the content area, content-compatible language objectives derive from the second/foreign language curriculum and ongoing assessment of learner needs and progress.

Traditionally, second/foreign language curricula have been fairly standard both in content and sequencing. Learners acquire vocabulary related to classroom procedures, the weather, parts of the body, colors, and numbers, to name some typical topics taught early on in the language-learning sequence. The present tense is taught before the past; agreement of number and gender precedes indirect object pronouns. These topics and structures may or may not have any relationship to the language skills students need in their content classes. They exist as autonomous objectives within the second/foreign language curricula.

In an integrated approach, on the other hand, the language curriculum is altered so that language objectives and content objectives compatible with each other are taught concurrently. For example, the skills to describe weather may best be taught when students pursue a unit on meteorology in their science class. In this way, students learn not only appropriate language, but also how to

apply this language to useful skills such as charting rainfall and temperatures in cities where the target language is spoken. A natural outcome of such activity is cultural learning as well: Students learn the geographic and climatic diversity of the places where the target language is spoken.

Ongoing evaluation of students' difficulties with the second/foreign language also provides a rich source of information for specifying content-compatible objectives. Research on the oral proficiency of immersion graduates, for example, indicates that despite achieving very high levels, these students do not approximate native-speaker norms in the productive skills of speaking and writing (see Genesee, 1987, and Swain & Lapkin, 1982, for reviews of studies). One result of such findings has been an overemphasis on incorporating traditional forms of grammar instruction into the immersion language arts curriculum. An alternative is to use analysis of students' language or communication difficulties to determine appropriate content-compatible language objectives. These objectives could then be used by teachers to provide for increased input of correct structures and for extended output through student practice.

A fifth-grade social studies lesson can be used to illustrate the role of content-compatible language. In discussing the route taken by a famous explorer, Cabrillo, for instance, the teacher can incorporate review or reinforcement of the past tense forms into the activities of the lesson. Although accurate production of the past tense is not essential for understanding the chronology of Cabrillo's travels, such a lesson presents an ideal opportunity for contextualized focus on a troublesome verb tense.

Similarly, science experiments provide a natural context for discussing cause/effect relationships. Cause and effect may be expressed simply by using *because* or more elaborately through *if-then* clauses. Either of these cause/effect language structures may be emphasized as content-compatible language objectives, depending on the proficiency level of the learners and their communicative needs.

Once persistent errors are identified, instructional activities can be designed that are either integrated into the subject-matter lesson or taught directly in the second/foreign language class. If, for example, evaluation reveals student weaknesses in the use of the conditional, teachers may design content activities requiring its use. In a fifth-grade unit on explorers of the New World, teachers may ask students to complete the sentence, "If Columbus had been from France . . ." Such an exercise not only has the advantage of providing meaningful and contextualized grammar practice, it also

requires students to use critical thinking skills in applying known facts (the impact of Spanish discovery of the New World) to a hypothetical situation. On an ongoing basis, language and content teachers provide feedback to each other and to students. Thus, students' errors provide indicators of areas in which additional instruction or practice is needed.

The next section illustrates the conceptual framework just described in four different instructional settings. The first two are second language programs designed for LEP students learning English as a second language. The third and fourth settings are foreign language programs for language majority, English-speaking students. All apply the principles of the model discussed above in different ways, depending upon the instructional context and the division of instructional responsibilities.

## APPLICATION OF THE CONCEPTUAL FRAMEWORK

### Setting 1: The Mainstream Class

The first application is to the mainstream classroom, in which LEP students generally spend a good part of their day. Typically, this class is taught by a teacher whose primary focus is to develop students' skills in the objectives stated in the standard school curriculum.

In our conceptual framework, the mainstream teacher works closely with the ESL teacher. First, the team identifies which content areas are to be taught in the coming weeks. The content teacher identifies those language skills that will be new for all students and those that will be new only for the LEP students.

For example, in a science demonstration on the evaporation/condensation cycle, it is likely that the terms *evaporate*, *condense*, and *cycle* will be new for all students. Perhaps some students will know *moisture*; most will not. Typically, the English-speaking students will have the functional skills to ask for/give information, to describe, to generate hypotheses. More than likely, the LEP students will need assistance with some or all of these functions, particularly as they relate to this topic. Furthermore, the English-speaking students will experience few difficulties in reading the procedural discourse required to follow directions for an experiment or in writing expository prose to report the results. In contrast, the LEP students will need considerable assistance with the reading/writing tasks related to the content demands.

Working cooperatively, the mainstream teacher and language teacher thus pinpoint the linguistic needs of the learner and plan jointly to meet them. Some preparatory activities in the ESL

classroom will facilitate the task of the content teacher. At the same time, the content teacher takes on the responsibility of ensuring that language skills are taught as part of the content lesson.

Planning carefully to ensure that language is acquired through experience, the mainstream teacher uses concrete materials, realia, manipulatives, and a variety of activities to provide opportunities for students to match language to its referents. Definitions, paraphrasing, and additional oral examples of the science concepts can be used to reinforce the acquisition of both the language functions and vocabulary associated with key concepts. Written materials are designed that facilitate comprehension of the content text. The mainstream teacher uses prereading strategies so that students will have the necessary background knowledge of both concepts and language with which to make sense of the text. Written assignments are structured so that not only are students' limited language skills taken into account, but language growth is planned as an outcome as well.

In this model, the content determines the language objectives. The content teacher shares in the planning in two major ways: (a) by ensuring that content is accessible to students, despite their limited language skills, through the identification of content-obligatory language objectives and (b) by planning for and implementing strategies that will address demonstrated language needs through content-compatible language study in the mainstream class.

### Setting 2: The ESL Class

The second application of the conceptual framework is to the ESL pullout setting. In this type of instructional program, LEP students, usually from heterogeneous language backgrounds, are "pulled out" of mainstream classrooms for special instruction in English. An actual classroom example from Hawkins (1988) illustrates the principles of the framework. In her study, Hawkins was interested in documenting cases of "scaffolding," or assisted instruction, in which the teacher and learner engage in a series of interactions that ultimately lead to instances of actual learning. She looked at the classroom language use of fourth-grade LEP children in Rosemead, CA. What is relevant for our discussion here is the context in which these successful interactions were produced.

In this pullout program, the ESL teacher integrated language instruction with the content of the students' social studies lessons in a very interesting way. She knew that the students were just starting a unit on the California mission system but did not know the

specifics of the content to be covered. Each day in the ESL class, she asked the students to tell her about what they had learned in social studies. Different students volunteered answers. At times, there was confusion about certain facts, but usually this was resolved with the teacher and students arriving at a common understanding of the facts or events.

After the question/answer session, the students practiced working with the information in different ways, such as writing short summaries or describing the chronology of events to their partners. Occasionally, however, the class could not reach an agreement about the details or events described in the social studies lesson. In these cases, the ESL class collectively developed a list of questions, wrote the questions down in their notebooks, and sought clarification of the information during the next social studies class. The following day, the ESL students used the notes they had taken in the social studies class and discussed the information in question.

This example illustrates the principles of the conceptual framework for integrating language and content instruction in a setting where language is typically taught in isolation from the subject matter of LEP students' regular classes. The content of the mission unit provided a meaningful context to practice a variety of language and academic skills. The ESL teacher reinforced certain content-obligatory language and concepts (e.g., vocabulary such as *mission*, *priest*, *to explore*, and the cause/effect concept of bringing a new way of life to the Indians).

Content-compatible language was also introduced and reinforced in a variety of ways. Students practiced asking and answering questions, taking notes, and summarizing information in written form. In addition, the students used a variety of language types, such as logical connectors of seriation, and language functions, such as agreeing and disagreeing, guessing, and arriving at a group consensus. Furthermore, the ESL teacher could diagnose both language and content deficiencies in a very direct way and incorporate this information into on-the-spot activities or reserve them for future lessons.

The ESL students were motivated to learn the material because it was important in their mainstream class. They were not talking about language per se in the ESL class but were using language to make sense of information they had learned in their social studies class. Moreover, the information gap that existed between the students and ESL teacher provided an authentic, natural context for interaction. The students became the possessors of knowledge, knowledge that the ESL teacher wanted, thereby creating a real purpose for communication.

### Setting 3: The Immersion Class

Our third example comes from immersion education and considers what the proposed framework implies for the instruction of language majority children in the foreign language setting. Look at Figure 1 again. In the typical instructional setting, the language teacher and the content teacher are different people. As stated, there is rarely an existing network set up in the elementary or secondary school for these people to talk to each other. In immersion, however, there is obviously an entirely different configuration—the content teacher and the language teacher are one and the same. In this sense, immersion education is unique.

The immersion teacher simultaneously plays the roles of the content teacher teaching subject matter and the language teacher seeking out opportunities to maximize language development. Yet, probably few immersion teachers would consciously define their roles in this way. The framework therefore offers immersion teachers a method for systematic integration of language and content instruction. All planning, from curriculum development to actual delivery of instruction, must be guided by consideration of content-obligatory and content-compatible language needs. (For more detailed discussion of immersion teaching methodology, see Lorenz & Met, 1988; Snow, 1988.)

All effective immersion teachers already incorporate content-obligatory language incidentally into their content lessons; if this were not the case, immersion students could not possibly understand subject matter presented in the foreign language. However, immersion teachers often overlook the opportunity to develop content-compatible language objectives. In this model, the immersion teacher asks, What other features of language are compatible with the concept or information contained in this lesson?

So, for example, in a mathematics lesson focusing on the symbols for greater than, less than, and equals, the immersion teacher plans for language development by incorporating the language of comparison: comparing quantities, comparing attributes, stating equalities. Since the target language may be very different from English with regard to how such relationships are expressed linguistically, the mathematics lesson provides an excellent vehicle for developing content-compatible language functions and structures that might not readily transfer from the students' first language.

As diagnosticians of students' language needs, immersion teachers note aspects of language development that require clarification or extended practice. Thus, for instance, the first-grade Spanish

immersion teacher notices students making frequent errors in noun-adjective agreement. In a unit on describing the colors of autumn leaves, the students practice writing sentences on the board such as *Las hojas de los robles son rojas.* Next, they work with a partner, taking turns describing the colors of different leaves. Thus, in the context of a science lesson on autumn, students have meaningful written and oral practice with a significant Spanish structure.

Similarly, in an upper grade classroom, the immersion teacher addresses, through a history lesson requiring students to develop a time line, persistent student errors in the selection of the appropriate past tense. Students have extensive opportunities to apply this grammatical structure in a meaningful activity as they discuss the events in the time line. Teachers can contrast the continuous past and the discrete past through the visual representations on the time line, highlighting for the students the contrast in meaning between the two past tenses.

In sum, this model requires the immersion teacher to take on a dual role. In the immersion class, language skills and structures can be taught and reinforced in natural contexts both within subject-matter lessons and within the language arts period, thereby providing greater opportunities to integrate the teaching of language and content. Moreover, the approach ensures that the language arts curriculum will be relevant to the immersion students' academic and communicative needs.

### Setting 4: The FLES Class

The FLES classroom provides the setting for the fourth example to be discussed. In most FLES classes, the "traveling" foreign language teacher sees students for up to 40 minutes three to five times per week. Traditionally, these classes have operated independently from classes in the other curricular areas. In this conceptual framework, foreign language objectives derive from the content-compatible language of the standard school curriculum. The FLES teacher lays the language curriculum alongside the mainstream curriculum, looking for points of coincidence.

Perhaps the most fertile ground for integrating foreign language (and culture) with the elementary school curriculum is social studies. Numerous social studies objectives are compatible with foreign language objectives. Students in the early elementary grades study their own community and communities around the world.

In the FLES class, students can be taught the vocabulary related to places in the community (e.g., the bank, the post office, the names of different types of stores, etc.). They may be asked to

distinguish aspects of their community that are not found in other communities (e.g., rural versus urban versus suburban); they can contrast their community with one in a country where the target language is spoken; they can categorize places in the community by whether they provide goods or services; they can make maps of their community; they can make dioramas or other visual representations of their community and those of the target culture; they can contrast goods and services available in their community with those of the target culture. In sum, many of the activities appropriate to the social studies curriculum may be conducted entirely in the foreign language in the FLES class.

Foreign language objectives for weather are compatible with a science unit on meteorology; objectives for colors and shapes are similarly consistent with the kindergarten/first-grade mathematics curriculum. Clearly, these types of activities go well beyond simply labeling. They challenge students in the foreign language class to use their language skills as a vehicle for acquiring concepts and information, as a tool for thinking. Furthermore, the FLES teacher does not have to search for material because the foreign language objectives derive naturally from the content curriculum.

These four examples are intended to illustrate practical applications of our conceptual framework. We believe that the model is equally applicable to other instructional settings where second/foreign language learning is one of the goals of instruction. The common ground of the four instructional situations described is reconceptualizing the role of teachers—both language teachers and content teachers—to recognize the value of integrating language and content. Such an integration will assist language minority students in mastering English and achieving in school and will help language majority students to develop higher levels of proficiency in the foreign language.

## IMPLICATIONS OF AN INTEGRATED APPROACH

Clearly, the integration of language and content teaching carries with it a number of broad implications, the first of which is that ESL/foreign language teachers and content teachers must collaborate. Such collaboration requires a reciprocal relationship between instructors. Thus, the language instructor may consult with the classroom teacher about what is being taught, with particular attention given to content that has specific or special language requirements. The language instructor is then able to incorporate into language instruction meaningful and important content that has evident language-related value in the rest of the curriculum.

Likewise, the classroom teacher can consult with the language teacher regarding what can be done in the content areas to promote the learning of language skills requisite to particular content areas. Since content teachers may be ill-prepared to "teach" language or even to recognize students' language-learning needs because of lack of training in language-teaching pedagogy, language teachers become pedagogical resources for mainstream teachers who are willing to assume some responsibility for treating students' language needs.

The artificial and rigid distinctions between the roles of the language teacher and the content teacher are broken down in this model. For sheltered English and immersion teachers, these roles are fused, requiring them to plan consciously for language growth as an integral part of content instruction.

A corollary implication of this perspective concerns the formal integration and coordination of the language arts and academic curricula. Accordingly, the content areas of the school program are cross-referenced with language-learning objectives, and the second/foreign language curriculum is cross-referenced with subject areas that provide particularly suitable vehicles for teaching language objectives. This language-across-the-curriculum perspective has been advocated for some time for native speakers of English (see Anderson, Eisenberg, Holland, Weiner, & Rivera-Kron, 1983; Department of Education and Science, 1975). Such an integrated approach ensures that language skills learned in the second/foreign language class will be useful and usable in content classes, since it effectively obviates the need for transfer. This is particularly important for students in bilingual programs or for LEP students who are pulled out for ESL instruction.

Full integration of language and content instruction also implies integration of instruction across grade levels so as to achieve a coherent developmental program. There is some evidence from evaluations of immersion programs that language development may reach a plateau in the middle or late elementary grades (Genesee, 1987). It appears that students are able to make do with a relatively limited set of language skills beyond the primary grades, despite the fact that the content itself is more demanding. In immersion, it is assumed that students' language develops as a function of unsystematic and unknown changes in the communicative requirements of academic instruction. If the curriculum is not developmental from a language-learning point of view and/or if language use by the teacher for academic instruction is not developmental in that it does not make increasingly greater

demands on the students, then students' language skills will not continue to develop.

Concerted measures are called for in this model in order to promote continuous language growth across grade levels. This may be achieved by consciously and systematically incorporating increasingly advanced levels of language into the content areas at successively higher grades. Similarly, integrated foreign language classes (e.g., FLES) that are tied to content need to take into account the developmental aspects of language learning when selecting content for language instruction. Otherwise, there is the risk of repetition and redundancy in instruction and of stagnation in learning across grades.

It follows that the integration of content and language instruction may also entail integration of differentially difficult language structures, skills, or functions that are required for effective communication about the content in question. For example, students may need to learn conditionals as well as present tense verb forms early on in order to comprehend or participate in discussions about science or history. Or written language may need to be taught along with spoken language. Whereas the second/foreign language curriculum has traditionally been organized around a hierarchy of syntactic structures from the simple to the complex, an integrated approach eschews distinctions that are artificial from a communication point of view. The communicative needs of the learner and/or the communicative requirements of particular content inform the teachers as to what and when particular language elements are to be taught.

Furthermore, the integration of content and language instruction implies the integration of higher order thinking skills into the language classroom. As discussed in the preceding point, this is particularly likely in cases in which the content is based on the academic curriculum. Use of higher order thinking is desirable because it can stimulate learners' interest in the content and therefore in language, precisely because it is somewhat beyond their level of competence. In contrast, nonintegrated language instruction may be of little interest to learners, since the limited concepts and content embodied in such instruction may be simplified to match the more limited language objectives of these approaches. Use of higher order thinking skills is also desirable as a means of promoting higher order language skills or, as discussed above, as a means of promoting advanced levels of language proficiency. This will obtain to the extent that higher order thinking skills require more complex or elaborate language skills in more cognitively demanding tasks.

A final implication of the integration of content and language instruction concerns the relationship between learning and teaching. Ellis (1984) has argued that language use, or "doing discourse," and language learning are the same thing. That is to say, "the procedures that the learner employs in using L2 knowledge are also the means by which new L2 knowledge is internalised" (p. 52). Few researchers or educators would disagree that frequent opportunities to use language can facilitate language learning. Thus, an integrated approach to content and language instruction aims to engage students fully with teaching activities and pedagogical materials. Teaching serves to provide opportunities for students to engage themselves in learning about content through language.

## CONCLUSION

In sum, the conceptual framework proposed here offers language and content teachers a systematic approach to the identification and instruction of language aims within content teaching. Although four settings were selected to illustrate the practical application of the framework, we believe the framework also applies to other types of second and foreign language teaching settings. Finally, we believe that the implications of integrating language and content teaching must be considered seriously if content-based instruction is to be implemented effectively. ■


## ACKNOWLEDGMENT

This article grew out of a seminar on content-based instruction sponsored by the Center for Language Education and Research held at the Center for Applied Linguistics in October 1987.


## THE AUTHORS


Marguerite Ann Snow is Assistant Professor in the School of Education at California State University, Los Angeles, where she teaches in the MA in TESOL program. She is coauthor of *Content-Based Second Language Instruction* (Newbury House, 1989).

Myriam Met is Foreign Language Coordinator for Grades K-12 in the Montgomery County (MD) Public Schools. She has worked with foreign language immersion, content-based elementary school foreign language, ESL, and bilingual education programs and has authored articles on foreign language education in the schools.

Fred Genesee, Associate Professor of Psychology at McGill University in Montreal, has done extensive research on immersion programs and is the author of *Learning Through Two Languages: Studies of Immersion and Bilingual Education* (Newbury House, 1987).

## REFERENCES

Anderson, J. R., Eisenberg, N., Holland, J., Weiner, H. S., with Rivera-Kron, C. (1983). *Integrated skills reinforcement: Reading, writing, speaking, and listening across the curriculum*. New York: Longman.

Cantoni-Harvey, G. (1987). *Content-area language instruction: Approaches and strategies*. Reading, MA: Addison-Wesley.

Chamot, A.U., & O'Malley, J. M. (1987). The cognitive academic language learning approach. *TESOL Quarterly, 21*, 227-247.

Cummins, J. (1980). The exit and entry fallacy in bilingual education. *NABE Journal, 4*(3), 25-59.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles: California State University, National Evaluation, Dissemination and Assessment Center.

Department of Education and Science. (1975). *A language for life: Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Alan Bullock, F.B.A.* London: Her Majesty's Stationery Office.

Ellis, R. (1984). *Classroom second language development*. Oxford: Pergamon Press.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA: Newbury House.

Hawkins, B. (1988). *Scaffolded classroom interaction and its relation to second language acquisition for minority language children*. Unpublished doctoral dissertation, University of California, Los Angeles.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.

Lambert, W. E., & Tucker, G. R. (1972). *Bilingual education of children: The St. Lambert experiment*. Rowley, MA: Newbury House.

Lorenz, E. B., & Met, M. (1988). *What it means to be an immersion teacher*. Unpublished manuscript, Montgomery County Public Schools, Office of Instruction and Program Development, Rockville, MD.

Mohan, B. M. (1986). *Language and content*. Reading, MA: Addison-Wesley.

Snow, M. A. (1988). *Immersion teacher handbook* (Educational Rep. No. 10). Los Angeles: University of California, Center for Language Education and Research.

Swain, M., & Lapkin, S. (1982). *Evaluating bilingual education: A Canadian case study*. Clevedon, England: Multilingual Matters.

Wells, G. (1981). *Learning through interaction*. Cambridge: Cambridge University Press.

## WHAT IT MEANS TO BE AN IMMERSION TEACHER

Planning for instruction in immersion classes involves special consideration of students' language proficiency in order to (a) select and sequence objectives, (b) evaluate and select instructional materials to support instruction, and (c) develop activities which will lead to mastery of content objectives and language.

## TASK: PLANNING FOR INSTRUCTION

Planning for immersion instruction entails an integration of the following activities. Immersion teachers do the following:

- sequence instructional objectives and activities considering students' language proficiency
- review, evaluate, select, and when necessary, adapt instructional materials and activities from the local district's English materials
- review, evaluate, and select available immersion language materials
- when necessary, develop additional immersion language materials and academic activities that support content objectives
- identify immersion language objectives, i.e., language functions, structures, and vocabulary required for content mastery (content-obligatory language) and those that are compatible with content objectives (content-compatible language)
- collaborate with immersion colleagues to benefit from their knowledge and experience

## Planning the Sequence of Instruction

Although they teach the curricular objectives mandated by their local school district, immersion teachers must consider their students' level of language proficiency in order to select the most appropriate sequence for presenting objectives to students. Objectives taught through use of manipulative objects are those objectives most easily taught first. For example, it is important to sequence objectives so that formal instruction in reading is delayed until students have acquired sufficient language proficiency to make reading instruction meaningful and interesting. More abstract concepts may be postponed until students have acquired sufficient receptive language skills. This postponement allows students to recall previously learned concepts and link these concepts with more abstract concepts.

The benefits that may be gained from a careful consideration of sequencing objectives can be seen by comparing two grade 2 science objectives: a) the needs of plants, and b) food as a requisite for human growth. In-class demonstration of and experimentation with water, food, and light as basic needs of seed plants should be presented before the more abstract objective that identifies food as necessary for human growth. Plant growth and development under diverse conditions may be observed and measured by students in the classroom over a short period of time. Concept learning and language proficiency may thus be acquired through a variety of experiential activities, such as experiments, structured around the effects

of the presence or the absence of water, food, and light on seed plants. Learning about seed plants and their needs will facilitate students' comprehension of the more abstract objective that human growth requires food. While human growth can be represented by pictures, actual human growth dependent upon a source of food, is more difficult to demonstrate in the classroom.

Instructional Activities

Just as content objectives should be carefully sequenced, so too instructional activities may be selected from instructional guides, taking into account the degree to which they rely on concrete experiences to promote concept mastery. Activities which rely heavily on verbal abstractions to promote concept mastery should be used sparingly at the early levels of instruction and only when immersion teachers are sure that students' language proficiency matches the level of verbal abstraction used.

**Selection of Instructional Materials**

Two categories of materials are available to teachers to support instruction--English materials and immersion language materials. The criteria that must be applied to both of these categories are: 1) how well do the materials support the local school district's curriculum? and
2) how well do the materials correspond to students' language proficiency level?

Adaptability of English Materials to the Immersion Classroom

English materials should not be used for instruction in an immersion classroom without first translating and adapting them to the immersion language.

The wealth of materials in English that has already been developed and approved to support the local district's curriculum should be closely examined to determine the extent to which they can be adapted to the immersion language. The facility with which these materials and activities can be adapted to the immersion classroom varies according to the subject matter. Since mathematics and science are conducive to experiential instruction, materials generally used for these subjects may be used in immersion with relatively minor changes. In contrast, English language materials in social studies and reading/language arts contain more language, and are more abstract; therefore, they are adapted less easily for immersion classroom use.

While teacher translations of English reading/language arts materials are rarely used, instructional strategies and broad curriculum objectives are easily followed as guidelines for instruction. Quality translations of English texts and literary works are occasionally available and may be used.

Administrators and immersion teachers must decide if the time and effort necessary to translate and adapt English materials will yield materials as good as or better than those already available in the second language.

Immersion language materials

Immersion language materials are available from a variety of sources. Teachers may use materials from domestic publishers, foreign publishers, immersion colleagues, and other school districts. Regardless of the source, careful evaluation of these materials, preceding classroom use, should consider the following questions:

- Do the materials adhere to the local school district's guidelines for instructional materials?
- Does the content support the instructional objectives?
- Is the content expressed in the immersion language at a level which is both meaningful and comprehensible to students?

Immersion materials produced domestically are more likely to follow U.S. curriculum outlines and formats than those produced abroad. Although the curriculum may differ from school district to school district, there are extensive similarities in curricula across the nation. For example, the study of communities around the world in Grade 3 is a social studies curriculum strand present in most school districts.

Because most domestically produced non-English language texts are written for bilingual programs in which the students' first language is not English, they must be carefully examined. These texts are generally written at a level of linguistic complexity which may exceed the language skills of immersion students, often rendering these texts inappropriate for

immersion classes. However, these texts may be useful as a resource to assist immersion teachers in the preparation of student materials and should not be discounted automatically.

Materials produced in foreign countries may also exceed the linguistic capabilities of immersion students. In addition, they frequently deviate from U.S. curriculum outlines and formats. Further, although the format used by foreign publishers for texts may be attractive to students, illustrations which follow guidelines of acceptability in the country of origin may be contrary to those of the local school district. For example, many local school districts' guidelines include requirements for a balanced representation of minorities and women as role models in a variety of nonstereotypical roles. This may not be a criterion in other countries. Inclusion of nudity and religious content are two other areas where cultural differences exist in texts produced in foreign countries. However, materials produced abroad have the great advantage of being rich in implicit or explicit cultural information that is often not present in domestically published texts.

Teacher-made materials

Teachers frequently make their own materials because those that are available do not meet student needs or do not adequately support the curriculum. Such materials often result from a process of selecting, refining, and adapting other materials from sources that contain content-appropriate information. Teacher-made materials and activities

have several advantages. They are tailored to the local district's curriculum; they are guided by teachers' experience in immersion classes; and they are based on teachers' firsthand knowledge of students' language proficiency.

Although teacher-made materials are often those best suited to students' needs, the development of these materials consumes both time and effort. Efforts of an entire staff are not always coordinated and therefore immersion teachers frequently duplicate materials already developed by colleagues. Duplication can occur either because materials are not centrally located or because time constraints limit staff communication. A central network for materials is critical if this situation is to be avoided.

**Plan for Content and Language**

During the planning process immersion teachers have the added task of consciously planning for language growth by identifying two general types of immersion language to be learned by their students. The curriculum dictates content-obligatory language, e.g., the language necessary for students to understand a concept. Teacher judgment governs selection of content-compatible language, e.g., language that is easily integrated with a particular content area and affords students practice needed to refine language skills.

Content-obligatory language

Content-obligatory language consists of language functions, structures, and vocabulary required for comprehension and mastery of a concept. Teachers must identify what language is necessary if students are to comprehend the concept being taught.

For example, the content-obligatory language components of a Grade 1 science lesson on the concept of float/sink are dictated by the content objectives that should be mastered by the students. Content-obligatory language would include such vocabulary as "float," "sink," and question formation, e.g., "Does it float? Does it sink?" Descriptive language relating attributes of objects that float and sink, such as heavy/light, thick/thin would be necessary for students to explain why objects float and sink. An understanding of the language functions related to prediction would be content-obligatory since prediction is an integral step in the scientific method of investigation, e.g., "What do you think will happen--will the object float or sink?"

As students' level of language proficiency develops, content-obligatory language should provide students with more sophisticated functions, structures and vocabulary. For example, in Grade 3, the function of prediction might require students to formulate a hypothesis in conjunction with a designated science objective. Teachers might request students to predict the outcome of an experiment by saying, "Given two objects of equal

size, hypothesize which one will float and which one will sink. Support your hypothesis." In contrast, in Grade 1, initial introduction to prediction might involve simple teacher-posed questions such as, "What do you think will happen when this object is placed in the water?" Not only are students thus introduced to a more sophisticated way of expressing prediction in Grade 3, but they also have access to two ways of expressing the same function. At the same time, they have acquired a more sophisticated way of thinking about possible results of a given set of circumstances.

Content-Compatible Language

Content-compatible language refers to the functions, structures, and vocabulary which are easily integrated into the content objectives of a lesson, but strictly speaking, are not required for mastery of a targeted concept. While content-obligatory language is necessary for comprehension of concepts, content-compatible language is language identified by teachers which allows students to practice, refine and expand teacher-selected language skills. Once the language skill is identified, teachers must then select a content lesson which may serve as the vehicle for achieving the language objective.

Let us continue the example of the Grade 1 science lesson about objects that float and sink. Content-compatible vocabulary would be identified by the objects selected for the experiments related to float/sink since, obviously, selection of particular objects would be discretionary. One guideline for

selecting items for the float/sink lesson might be based upon anticipation of language for a social studies unit. Use of pieces of brick, wood, shingles, and cinder block for float/sink experimentation, for example, would introduce students to vocabulary and descriptive language which would be useful in a social studies unit focusing on shelters. Another possible content-compatible language function might be reinforcement and practice of the future expressed by "going to"-- "Is the brick going to float or is the brick going to sink?". In this case, the language objective "going to" is integrated with and served by the content, unlike content-obligatory language which is required by the content.

Because these content-compatible language skill "going to" can be easily integrated into the prediction activities in a science lesson, science is the vehicle used to teach and to reinforce naturally, specific aspects of the immersion language.

In Grades K-2, priority is given to content-obligatory language because of the vast quantity of new language functions, structures, and vocabulary that students must acquire. In Grades 3-6, content-compatible language should be incorporated increasingly to expand and elaborate students' language base, as well as to provide opportunities for students to practice and refine language skills already acquired. Content-obligatory language does not, however, disappear in Grades 3-6, nor is content-compatible language nonexistent in Grades K-2.

## Collaboration

While collaboration is important for all teachers, it is essential for the survival and growth of immersion teachers in classes today, given the limited sources of readily available materials and lack of formal training programs.

Therefore, as effective immersion teachers plan for instruction, they must rely extensively on the experience and knowledge of their colleagues. Instructional planning is facilitated when collegial support is available to discuss the following:

- successful immersion instructional strategies
- effective classroom management techniques
- efficient workload organizational techniques
- known sources of successful materials and activities

## Summary - Planning for Instruction

The skills, knowledge, and attitudes necessary for an immersion teacher to plan for instruction follow.

| SKILLS | KNOWLEDGE | ATTITUDE |
|---|---|---|
| Ability to recognize how to best sequence local school district's curriculum objectives to promote development of students' concept mastery and language proficiency | Knowledge of local school district's curriculum | Flexibility |
| Ability to develop and plan a variety of activities for students whose language proficiencies differ | Knowledge of second language development research findings | Creativity |
| Ability to adapt English curriculum to the appropriate form of the immersion language | Knowledge of principles of elementary education methodology and child development theories | Enthusiastic adaptation and integration of elementary and foreign language strategies |
| Ability to identify and adapt English and existing immersion language materials and activities for immersion classroom use | Knowledge of immersion theory and application of successful instructional strategies | Resourcefulness |
| Ability to plan and develop immersion language materials that support local school district's curriculum and consider students' second language development | | |
| Ability to identify and plan for content-obligatory language in order to assure concept mastery | Knowledge of prescribed curriculum and methods to identify content-obligatory language | |
| Ability to identify and plan for content-compatible language to broaden students' language proficiency and expand concept mastery | Knowledge of methods to select content-compatible language and integrate them with content instruction | |
| Ability to integrate a variety of methodologies into the process of planning for instruction | Knowledge of instructional techniques that respond to a variety of learning styles | |

# APPENDICES

**APPENDIX A**

List of Suggested Ideas and Resources for Instructional Activities in the Immersion Classroom

Association Canadienne des Professeurs d'Immersion
Suite 101 - 1815 Alta Vista Drive
Ottawa, Ontario K1G3Y6
Canada

Recueil de documents pédagogiques pour l'immersion (1989)
This document lists by subject matter, grade level and cost, French immersion materials developed by 42 Canadian educational institutions.

ERIC Clearinghouse on
Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street
Washington D.C. 20037

ERIC Clearinghouse on Languages and Linguistics provides brochure lists, Mimibibs, Q & A fact sheets, ERIC Digests and ERIC/CLL News Bulletin upon request and free of charge. Tailor-Made Computer Searches and Ready-Made Computer Searches are available for a fee.

Attached is a list of immersion schools, compiled by the Center for Applied Linguistics. Write to schools whose immersion language is the same, requesting information about the availability of curriculum materials.

# TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Alaska | Anchorage/Baxter | -Started 1988<br>-Partial immersion<br>-Funding: special grant | 1 | 28<br>Grade 3 | 1 | Spanish | Carol A. Hussey, Principal<br>Baxter Elementary School<br>2991 Baxter Rd.<br>Anchorage, AK 99504<br>907-333-6559 |
| Alaska | Anchorage/Sandlake | -Started 1989<br>-Partial immersion | 1 | 50<br>Grade 1 | 2 | Japanese | Denice Clyne, Principal<br>Sandlake Elementary School<br>7500 Jewel Lake Rd.<br>Anchorage, AK 99502<br>907-243-2161 |
| California | Culver City | -Started 1971<br>-Local funding<br>-Total immersion<br>-Magnet school | 1 | 160 | 5 | Spanish | Dennis Fox, Principal<br>El Rincon Elementary School<br>11177 Overland Ave.<br>Culver City, CA 90230<br>213-839-5285 |
| California | Davis | -Started 1982<br>-Local funding and parental assistance<br>-Total immersion | 3 | 251<br>Grades K-6 | 10 | Spanish | Mary Lin Pitalo<br>Davis Joint Unified School District<br>526 B St.<br>Davis, CA 95616<br>916-756-0144 |
| California | Long Beach Unified School District | -Started 1989<br>-Total immersion<br>-Magnet school<br>-Local funding<br>-Will continue to add one grade each year until it is a K-5 program | 1 | 50 | 2 | Spanish | Janice McNab, Principal<br>Patrick Henry Elementary School<br>3720 Canehill Ave.<br>Long Beach, CA 90808<br>213-421-3754 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| California | San Diego | -Started 1977<br>-Special funding in initial years; magnet funding now<br>-Total immersion for K-6<br>-Partial immersion 7-12<br>-Magnet schools | 6<br>(includes 2 secondary schools) | 705<br>Total imm.<br><br>95<br>Partial imm. | 43 | French<br>Spanish | Tim Allen, Director of Second Language Education<br>San Diego City Schools<br>Education Center<br>4100 Normal St.<br>San Diego, CA<br>92103-2682<br>619-293-8096 |
| California | San Francisco/Buena Vista | -Started 1983<br>-Local funding<br>-Total immersion<br>-Grades K-1: 90% immersion (English is oral enrichment)<br>Grade 2: 80% immersion (transfer to English reading) | 1 | 315 | 10 | Spanish | Linda Luevano, Principal<br>Buena Vista Elementary School<br>1670 Noe St.<br>San Francisco, CA 94127<br>415-239-0518 |
| California | San Francisco/West Portal | -Started 1984<br>-Local funding<br>-Total immersion (with 80% Chinese, 20% English) | 1 | 72 | 8 | Cantonese | Kathleen Shimizu, Principal<br>West Portal Elementary School<br>5 Lenox Way<br>San Francisco, CA 94127<br>415-821-1852 |
| California | San Jose School District | -Started 1986<br>-Total immersion<br>-Magnet school<br>-Local and state funding<br>-Two-way immersion: classes include native Spanish speakers and native English speakers | 1 | 170<br>Grades K-3 | 6 | Spanish | Linda Luporini-Hakmi, Resource Teacher<br>Billingual Immersion Program<br>Washington School<br>100 Oak St.<br>San Jose, CA 95119<br>408-998-6261 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| California | Stockton Unified School District | -Started 1987<br>-Total immersion in K shifting to partial immersion by grade 5<br>-Magnet school<br>-Articulated with junior and senior high programs<br>-Federal and state funding<br>-Will continue to add one grade each year until it is a K-5 program | 1 | 67<br>Grades K-2 | 3 Spanish<br>1 English | Spanish | Ann Tuliao<br>Valenzuela Multilingual Multicultural School<br>419 E Downing<br>Stockton, CA 95206<br>209-944-4275 |
| District of Columbia | Washington, DC/ Washington International | -Started 1966<br>-Tuition (independent school)<br>-Total immersion, Nursery & Kindergarten<br>-Partial immersion, grades 1-8<br>-Additional option of a Dutch language & literature program, grades 4-12<br>-I.B. in grades 11 & 12 | 1 | 570 | 72 | French<br>Spanish<br>Dutch | Dexter Lewis, Headmaster<br>Washington International School<br>3100 Macomb St. NW<br>Washington, DC 20008<br>202-364-1818 |
| District of Columbia | Washington, DC/Oyster | -Started 1971<br>-Local funding<br>-Partial immersion | 1 | 310<br>Pre K-6 | 12 Spanish<br>12 English | Spanish | Elena Izquierdo, Principal<br>Oyster Elementary School<br>29th and Calvert Sts. NW<br>Washington, DC 20008<br>202-673-7277 |
| Hawaii | Honolulu | -Started 1987<br>-Total immersion<br>-State funding | 2 | 80 | 4 | Hawaiian | Robert Lokomaika'iokalani Snakenberg<br>189 Lunalilo Home Rd.<br>Honolulu, HI 96825<br>808-395-8782 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Illinois | Chicago Public Schools | -Started 1975<br>-Funding: local, state, bilingual, OEEO<br>-Partial immersion<br>-Magnet school<br>-Two-way immersion: classes include 60% native Spanish speakers and 40% native English speakers | 1 | 630<br>Grades Pre-K-8 | 30 | Spanish | Eva Helwing, Principal<br>Inter-American Magnet School<br>919 W. Barry<br>Chicago, IL 60657<br>312-880-8190 |
| Maryland | Montgomery County Public Schools/ Rolling Terrace | -Started 1983<br>-Small outside funding<br>-Partial immersion | 1 | 173<br>Grades K-6 | 5 | Spanish | Geraldine Meltz, Principal<br>Rolling Terrace Elementary School<br>705 Bayfield St.<br>Silver Spring, MD 20912<br>301-431-7600 |
| Maryland | Montgomery County Public Schools/Oak View | -Started 1974<br>-Small outside funding<br>-Total immersion<br>-Articulation with jr. high: one subject course per year for former immersion pupils | 1 | 272<br>Grades K-6 | 10 | French | William Baranick, Principal<br>Oak View Elementary School<br>400 E. Wayne Ave.<br>Silver Spring, MD 20901<br>301-650-6434 |
| Maryland | Montgomery County Public Schools/Rock Creek Forest | -Started 1977<br>-Local funding<br>-Total immersion<br>-Magnet school | 1 | 112<br>Grades K-6 | 5 | Spanish | Sandra Walker, Principal<br>Rock Creek Forest Elementary School<br>8330 Grubb Rd.<br>Chevy Chase, MD 20815<br>301-650-6410 |
| Maryland | Prince George's County Public Schools | -Started 1986<br>-Total immersion<br>-Magnet schools<br>-Funding: local, state, and federal | 2 | 225<br>Grades K-3 expanding to grade 6 | 9 | French | Pat Barr-Harrison or Dora Kennedy<br>Foreign Language Supervisors<br>Prince George's County Public Schools<br>7801 Sheriff Rd.<br>Landover, MD 20785<br>301-386-1519 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Massachusetts | Holliston | -Started 1979<br>-Local funding<br>-Total immersion K-2, partial immersion 3-4<br>-Partial immersion offered in middle school | 1 | 125 | 5 | French | Anne Towle<br>Miller Elementary School<br>Woodland St.<br>Holliston, MA 01746<br>508-429-1600 |
| Massachusetts | Milton Public Schools | -Started 1987<br>-Local funding<br>-Total immersion | 1 | 86<br>Grades 1-2 | 4 | French | Mary B. Schofield<br>Asst. Supt. of Schools<br>Milton Public Schools<br>44 Edge Hill Rd.<br>Milton, MA 02186<br>617-696-7220 |
| Michigan | Detroit/FLICSS | -Started 1984<br>-Local funding and parental assistance<br>-Total immersion | 1 | 152<br>Grades K-4 | 7 | Spanish<br>French<br><br>Chinese, Japanese<br>Starting 1989/90<br>Grades K-1 | Ineala D. Chambers,<br>Administrator-in-Charge<br>Foreign Language Immersion & Cultural Studies School<br>3550 John C. Lodge<br>Detroit, Michigan 48201<br>313-494-0298 |
| Michigan | Detroit/International | -Started 1981<br>-Tuition (independent school)<br>-Parental assistance<br>-Partial immersion | 1 | 40 | 6 | French<br>German | Teresa Carlson<br>Academic Director<br>The International School<br>30800 Evergreen<br>Southfield, MI 48076<br>313-642-1178 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Minnesota | Minneapolis Public Schools | -Started 1985<br>-Local and federal funding<br>-Partial immersion<br>-Math, sci., soc. studies, taught in Spanish | 1 | 250<br>Grades K-6 | 8 | Spanish | Fred Dietrich, Principal<br>Wilder Fundamentals School<br>3322 Elliot Ave. South<br>Minneapolis, MN 55407<br>612-627-2634<br>or<br>Lee Lundin, Consultant,<br>World Languages<br>Minneapolis Public Schools<br>807 NE Broadway<br>Minneapolis, MN 55413<br>612-627-2184 |
| Minnesota | Robbinsdale School District | -Started 1987<br>-Total immersion<br>-Magnet school | 1 | 170 | 5 | Spanish | Kathryn House<br>Language Immersion<br>Sigurd Olson School<br>1751 Kelly Drive<br>Golden Valley, MN 55442<br>612-546-7126 |
| Minnesota | St. Paul | -Started 1986<br>-Total immersion<br>-Magnet school<br>-Will add one grade each year until it is a K-6 program | 1 | 150 | 8 | Spanish | Al Pieper, Principal<br>Adams School<br>615 S. Chatsworth<br>St. Paul, MN 55102<br>612-298-1595<br>or<br>Howard Hathaway,<br>Supervisor<br>World Languages<br>St. Paul Public Schools<br>360 Colborne St.<br>St. Paul, MN 55102<br>612-228-3649 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Missouri | Kansas City | -Started 1987<br>-Local and state funding<br>-Magnet schools<br>-Immersion and FLES<br>-To be articulated through grade12 | 9 | 2500 | 73 | French<br>German<br>Spanish | Paul A. Garcia<br>Curriculum Specialist,<br>Foreign Language<br>School District of Kansas City<br>3710 Paseo<br>Kansas City, MO 64109<br>816-968-4746 |
| New York | Rochester | -Started 1981<br>-Local funding with additional Chap. II funds<br>-Total immersion (except English reading)<br>-Magnet schools | 4 | 185<br>Grades 1-3 | 6 | Spanish | Alessio Evangelista<br>Director<br>Foreign Language Dept.<br>City School District<br>131 W. Broad St.<br>Rochester, NY 14608<br>716-325-4560 (x2315) |
| North Carolina | Gates County School District | -Started 1988<br>-Partial immersion<br>-Local and state funding<br>-Small rural school district | 2 | 67 | 2 | French | Alline B. Riddick or<br>Michael T. Conner<br>P.O. Box 125<br>Gatesville, NC 27938<br>919-357-1113 |
| North Carolina | Western Rockingham City Schools | -Started 1987<br>-Partial immersion<br>-Social studies is taught in Spanish | 1 | 57 | 1 | Spanish | Gail C. Collins, Principal<br>Charles H. Scott Elementary School<br>410 Decatur St.<br>Madison, NC 27025<br>919-548-9629 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Ohio | Cincinnati Public Schools | -Started 1974<br>-Local funding<br>-Magnet schools<br>-Articulated with junior and senior high<br>-Partial immersion in 6 schools; foreign language integrated into curriculum, e.g. art, music, and P.E. in 4 schools | Partial immersion:<br>4<br>2<br>Curriculum integrated:<br>1<br>1<br>1<br>1<br>1 Middle school | <br>1083<br>766<br><br>215<br>255<br>585<br>50<br>61<br>79<br>48<br>509 | <br>24<br>17<br><br>3<br>3<br>4<br>2<br>2<br>2<br>2<br>16 | <br>Spanish<br>French<br><br>Spanish<br>French<br>German<br>Arabic<br>Chinese<br>Japanese<br>Russian<br>Arabic, Chinese, French, German, Japanese, Russian, Spanish | Nelida Mietta-Fontana or Carolyn Andrade, Supervisors<br>Cincinnati Public Schools<br>230 E. 9th St.<br>Cincinnati, OH 45202<br>513-369-4937 |
| Ohio | Columbus Public Schools | -Started 1987<br>-Local funding only<br>-Total immersion<br>-Magnet school<br>-Articulated with junior and senior high | 1<br>1 | 275 K-5<br>175 K-5 | 10<br>8 | French<br>Spanish | Diane Ging, Foreign Language Supervisor<br>Alum Crest Center<br>2200 Winslow Dr.<br>Columbus, OH 43207<br>614-365-5022 |
| Oklahoma | Tulsa Public Schools (Independent School District #1) | -Started 1981<br>-Local and federal funding<br>-Total immersion<br>-Partial immersion in middle school | 1 | 125 | 6 | Spanish | Jerry D. Carr, Principal<br>Eliot Elementary School<br>1442 E. 36th St.<br>Tulsa, OK 74105<br>918-743-9709 |
| Oregon | Eugene/Fox Hollow (District 4J) | -Started 1983<br>-Local funding<br>-Partial immersion<br>-Magnet school<br>-Program will continue to expand through middle school and an international H.S. program | 1 | 230 | 12 | French | Nancy Nelson, Principal<br>Fox Hollow French School<br>5055 Mahalo<br>Eugene, OR 97405<br>503-687-3177 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Oregon | Eugene/Meadowlark (District 4J) | -Started 1983<br>-Local funding<br>-Partial immersion<br>-Magnet school<br>-Program will continue to expand through middle school and an international H.S. program | 1 | 245 | 14 | Spanish | Ernie Carbajal, Principal<br>Meadowlark Bilingual School<br>1500 Queens Way<br>Eugene, OR 97401<br>503-687-3368 |
| Oregon | Eugene/Yugin Gakuen (District 4J) | -Started 1988<br>-Local funding<br>-Magnet school<br>-Will continue to add one grade each year until it is a 1-12 program | 1 | 25<br>Grade 1 | 2 | Japanese | Darby Giannone, Principal<br>Yugin Gakuen<br>250 Silver Lane<br>Eugene, OR 97404<br>503-687-3165 |
| Oregon | Portland Public Schools | -Started Spanish 1987<br>-Started Japanese 1989<br>-Partial immersion<br>-Magnet school<br>-Local funding<br>-Will continue to add 1 grade each until it is a K-5 program<br>-Middle and high school programs planned to receive magnet graduates | 3 | 350 Spanish<br>Grades K-3<br><br>50 Japanese<br>Grade K | 7 Spanish<br>7 English<br><br>1 Japanese<br>1 English | Spanish<br><br>Japanese | Mary Jubitz<br>Elementary Curriculum Coordinator<br>Portland Public Schools<br>3830 SE 14th<br>Portland, OR 97202<br>503-280-6196 |
| Texas | Fort Worth | -Started 1983<br>-Local funding<br>-Partial immersion | 2 | 140<br>Grades K-5 | 7 | Spanish | Annette Lowry, Foreign Language Dept.<br>Ft. Worth Independent School District<br>3210 W. Lancaster<br>Ft. Worth, TX 76107<br>817-927-0528 |
| Utah | Alpine School District/ Cherry Hill | -Started 1978<br>-Local funding<br>-Total immersion | 1 | 135<br>Grades 1-6 | 5 | Spanish | Darrell L. Jensen<br>Cherry Hill School<br>250 East 1650 South<br>Orem, UT 84058<br>801-227-8710 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Utah | Alpine School District /Meadow | -Started 1983 | 1 | 169<br>Grades 1-6 | 6 | Spanish | Jack Reid, Principal<br>Meadow School<br>176 S 500 W<br>Lehi, UT 84043<br>801-768-3569 |
| Utah | Alpine School District/ Northridge | -Started 1983 | 1 | 108<br>Grades1-5 | 2 | Spanish | Bruce Farrer, Principal<br>Northridge School<br>1660 N 50 E<br>Orem, UT 84057<br>801-227-8720 |
| Utah | Alpine School District/Manila | -Started 1984 | 1 | 86<br>Grades 1-4 | 3 | Spanish | John Burton, Principal<br>Manila School<br>1726 N 600 W<br>Pleasant Grove, UT 84062 |
| Utah | Alpine School District/Windsor | -Started 1982 | 1 | 186<br>Grades 1-6 | 3 | Spanish | Steve Cherrington, Principal<br>Windsor School<br>1315 N Main<br>Orem, UT 84058<br>801-227-8745 |
| Utah | Salt Lake City School District | -Started 1983<br>-Total immersion<br>-Local funding | 1 | 99 | 4 | Spanish | Mary Haney, Principal<br>or<br>Aida Lopez, Foreign Language Specialist<br>Newman Elementary School<br>1269 N Colorado St.<br>Salt Lake City, Utah 84116<br>801-533-3055 |
| Virginia | Arlington County Public Schools | -Started 1986<br>-Local funding<br>-Partial immersion<br>-Two-way immersion | 1 | 87<br>Grades 1-4 | 4 | Spanish | Paul Wireman, Principal<br>Key Elementary School<br>2300 Key Blvd.<br>Arlington, VA 22201<br>703-358-4210 |

## TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

| State | School District | Comments | No. of Schools | No. of Pupils | No. of Teachers | Languages | Contacts |
|---|---|---|---|---|---|---|---|
| Virginia | Fairfax County Public Schools | -Started 1989<br>-Partial immersion<br>-Funding: local, federal<br>-To be articulated with junior and senior high | 8 | 480 | 8 | French<br>Japanese<br>Spanish | Maria Wilmeth<br>Fairfax County Public Schools<br>3705 Crest Drive<br>Annandale, VA 22003<br>703-698-7500 |
| Washington | Bellevue Public Schools | -Started 1986<br>-Total immersion<br>-Will continue to add one grade each year until it is a K-5 program | 1 | 172 | 7 | Spanish | Frank Koontz, Director of School Instructional Services Pre/K-5<br>Bellevue Public Schools<br>P.O. Box 90010<br>Bellevue, WA<br>98009-9010<br>206-455-6028 |
| Wisconsin | Milwaukee Public Schools | -Started 1977<br>-Local funding<br>-Total immersion begins with 4 yr. old kindergarten<br>-Continuing immersion in middle school: social studies, language arts and math in 2nd language<br>-Continuing immersion in high school: language arts and social studies in the 2nd language | 3 elementary schools<br>1 middle school<br>1 high school | 361 French, K-5<br>397 German, K-5<br>344 Spanish, K-5<br>352 Middle school<br>41 High school | 61 | French<br>German<br>Spanish | Helena Curtain<br>Foreign Language Curriculum Specialist<br>Milwaukee Public Schools<br>P.O. Drawer 10K<br>Milwaukee, WI 53201<br>414-475-8305 |

*NOTE: This list includes elementary schools that teach all or part of their curriculum through a second language (referred to as total or partial immersion programs). The majority of these programs are for students whose native language is English and who are developing proficiency in a second language. A few sample "two-way immersion" programs (also known as "bilingual immersion" or "interlocking" programs), where classes include both native English and Spanish speakers learning both languages, are also included. For more information, contact:*

**Center for Applied Linguistics**
1118 22nd Street NW
Washington DC 20037
(202) 429-9292

# BIBLIOGRAPHY

# FOREIGN LANGUAGE IMMERSION BIBLIOGRAPHY


California State Department of Education, Bilingual Education Office. Studies on Immersion Education: A Collection for United States Educators. Los Angeles, CA: California State University, Evaluation, Dissemination, and Assessment Center, 1984.

Cummins, Dr. James. Bilingualism and Special Education: Issues in Assessment and Pedagogy. Clevedon, England: Multilingual Matters, 1984.

Curtain, Helena A., and Pesola, Carol Ann. Languages and Children--Making the Match. Reading, MA: Addison-Wesley Pub. Co., 1988.

Genesee, Dr. Fred. "Second Language Learning Through Immersion: A Review of U.S. Programs." Review of Educational Research 55, No. 4 (Winter 1985): 541-61 .

_____. Learning Through Two Languages. Rowley, MA: Newbury House, 1987.

Kagan, Spencer. Cooperative Learning Resources for Teachers. Riverside, CA: University of California, 1987.

Krashen, Stephen. Second Language Acquisition and Second Language Learning. Oxford, England: Pergamon Press, 1981.

Lambert, Wallace E., and Tucker, G. Richard. Bilingual Education of Children. The St. Lambert Experiment. Rowley, MA: Newbury House, 1972.

Lapkin, Sharon; Swain, Merrill; and Argue, Valerie. French Immersion: The Trial Balloon that Flew. The Ontario Institute for Studies in Education and Canadian Parents for French, 1983.

Long, Michael H., and Porter, Patricia A. "Group Work, Interlanguage Talk, and Second Language Acquisition." TESOL Quarterly 19, No. 2 (1985): 207-227.

Met, Myriam; Anderson, Helena; Brega, Evelyn; and Rhodes, Nancy. "Elementary School Foreign Language: Key Links in the Chain of Learning." In Foreign Languages: Key Links in the Chain of Learning, ed. Robert G. Mead, 10-24. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages, 1983.

Met, Myriam. "Decisions! Decisions! Decisions! Foreign Language in the Elementary School." Foreign Language Annals 18, No. 6 (1985): 469-473.

_____. "Twenty Questions: The Most Commonly Asked Questions About Starting an Immersion Program." Foreign Language Annals 20, No. 4 (1987): 311-315.

Saville-Trocke, Muriel. "Dilingual Discourse: The Negotiation of Meaning Without a Common Code." Linguistics, 25 (1987), 81-100.

Schinke-Llano, Linda. Foreign Language in the Elementary School: State of the Art. Washington, D.C.: Center for Applied Linguistics, 1986.

Snow, Marguerite Ann. Immersion Teacher Handbook. Los Angeles, CA: Center for Language Education and Research, University of California, 1987.

Swain, Merrill, and Lapkin, Sharon. Evaluating Bilingual Education: A Canadian Case Study. Clevedon, England: Multilingual Matters, 1985.

_____. "Immersion French in Secondary Schools: 'The goods' and 'The bads' ." Contact, 1986.

Weber, Sandra, and Tardif, Claudine. "What Did She Say? Meaning in a Second Language Classroom" Faculté Saint-Jean, University of Alberta. Paper presented at the April, 1987 meeting of the American Educational Research Association, Washington, D.C.

Wells, Gordon. The Meaning Makers: Children Learning Language and Using Language to Learn. Ontario Institute for Studies in Education. Portsmouth, NH: Heineman, 1986.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

# NOTICE

## REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").